**Grade 2 – Unit 3 – Tic Tac Toe Project Board**

**Place Value, Money, and Time**

*Directions: Choose three projects in a row for your first three, but you may do more if time permits! Work independently on the projects in class only –not at home. Challenge yourself with these projects and …have fun!*

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| Using Math Masters page 57 as a sample, write 5 of your own Coin Puzzles. Include 3 clues for each and a question. Record the answers on the back side of your puzzle paper. | Choose a partner and play one round of “Making Change” (directions are on page 78). Next, create your own “Making Change Chart”, like the one on page 78, with new values for each dice roll. Your values can go up to $1.00. Decide on the coins and bills each player will start the game with. Rewrite the directions to fit the new game. Replay the game with a partner. | Choose a survey question that you would like your classmates to answer (ex: number of family members, favorite color, etc.) Write questions to be given to your classmates that will help you collect the information you need. Using these answers, make a Data Table using tally marks and numbers. Next, create a bar graph that depicts the same information. Remember to label the sides of your graph (use journal page 66 and 67 as a guide). |
| Create an accordion Clock Book, using a long precut paper strip and cover sheets. Design a cover that includes a title and your name. Use the classroom clock stamp to print a clock face on each fold of the accordion: front and back. Draw hands on each clock face and record the time below each. Clocks should demonstrate time to a 5 minute interval. | Build Base 10 block structures with the following values:   1. 794 2. 986 3. 2,651   Then build 5 Base 10 structures of your choice and ask a partner to figure out their values. Your partner will do the same for you. Record your findings with an illustration and number. | Read Shel Silverstein’s poem: “Smart” from Where the Sidewalk Ends. After reading, write a paragraph that explains this poem. Decide whether or not you think the boy was being “smart” and share reasons for why or why not. Finally, write a brief poem of your own that includes the following words: dollar, quarters, dimes, nickels, and pennies. |
| Find a partner and play The Digit Game (directions are on page 56). After playing, each partner chooses 3 nonzero cards from the pile. Make up and record as many three digit numbers as you can with your 3 cards. Share your strategies with a partner. | Design a poster similar to the Fruit and Vegetable Stand Poster on page 54. Decide on the products you will sell at your stand (candy, school supplies, etc.) Create the poster and include a price tag for each item. The prices should not be more than 50 cents. Then write 5 money questions that can be solved by using your poster. Include a separate answer sheet. | Create a way to make a human clock using your classmates as the numbers and hands. A time will be scheduled during class for you to demonstrate your idea with volunteers. Your design should help others understand the difference between the hour and minute hand and should allow us to practice telling time to a 5 minute interval. |

Materials Needed:

-Base 10 blocks

-Math Masters page 57

-Book: Where the Sidewalk Ends, by Shel Silverstein